

Part B State Annual Performance Report (APR) for FFY 2007**Overview of the Annual Performance Report (APR):**

The Rhode Island Department of Education (RIDE) first compiled and analyzed data for the development of the Annual Performance Report (APR)/State Performance Plan (SPP) utilizing the expertise of internal personnel. A draft along with the data was reviewed with the Rhode Island Special Education Advisory Committee (RISEAC). RISEAC advises the Commissioner and Board of Regents for Elementary and Secondary Education on matters concerning: (a) the unmet educational needs of children with disabilities; (b) comments publicly on any rules or regulations proposed by the State regarding the education of children with disabilities; (c) advises the Rhode Island Department of Education in developing evaluations and reporting on data to the Secretary under section 618 of the IDEA; (d) advises the RIDE in developing corrective action plans to address findings identified in Federal Monitoring Reports under Part B of the IDEA; and (e) advises the RIDE in developing and implementing policies relating to the coordination of services for children with disabilities. Membership of the committee is composed of individuals involved in or concerned with the education of children with disabilities. Parents of children with disabilities birth through 26 maintain the majority of the Committee Membership. The Membership also includes individuals with disabilities, teachers, representatives of institutions of higher education, private schools, charter schools, state and local education officials, administrators of programs for children with disabilities foster care and homelessness, vocational, community or business organizations, juvenile and adult corrections and State Child Serving Agencies. The SEAC reviewed the draft and provided suggestions and input. These were incorporated into the final copy of this document.

Monitoring Priority: Parent Involvement

Indicator: Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

Measurement: Percent = # of respondent parents who report schools facilitated parent involvement as a means of improving services and results for children with disabilities divided by the total # of respondent parents of children with disabilities times 100.

	Measurable and Rigorous Target	
	<p>Projected Target: 26 percent of parents with a child receiving special education services reporting school efforts at or above the state standard for facilitating parent involvement as a means of improving services and results for children with disabilities. (State Standard: Score of 600 on the NCSEAM Part B 25-item <i>School Efforts Scale</i>)</p>	
	Projected Score (Mean Measure): 525	Projected increase in Mean: 0
	Projected Standard Deviation: 138	Projected change: 0
FFY 2007	Projected Measurement Reliability: .92	Projected change: 0
(2007-2008)	Number of Projected Returns: 4,075	Projected increase: 0

	Projected Return Rate: 15% Projected increase: 0
	<p style="text-align: center;">Actual Target Data</p> <p>Actual Data: 28 percent of parents with a child receiving special education services reporting school efforts at or above the state standard for facilitating parent involvement as a means of improving services and results for children with disabilities. (State Standard: Score of 600 on the NCSEAM Part B 25-item <i>School Efforts Scale</i>)</p> <p>Actual Average Score (Mean Measure): 530 Actual increase: +5 points</p> <p>Actual Standard Deviation: 142</p> <p>Measurement Reliability: .92-.95</p> <p>Actual Number of Returns: 4,144 Increase: N= 69</p> <p>Actual Return Rate: 17%</p>

Actual Target Data for FFY 2007:

FFY 2007 data reflects Rhode Island's second year of measurement. Survey date: March/April 2008.

Data was gathered from a statewide, census-based data collection generated from records processed for approximately 24,042 students with disabilities from all school districts. The statewide score is weighted for preschool and school-aged students. [Figure 1B]

Summary: Because Rhode Island has adopted the rigorous standard of 600 established by the NCSEAM national standard-setting process, and because partnership improvement that is real, meaningful, and significant enough to show measureable increase in the NCSEAM measure takes time, Rhode Island SPP projected no change in its target data for FFY2007, the first measure following its baseline year.

Despite a projection of no score increase for Year 2, data collected does reveal slight increases in the average statewide score as well as in the response rate and number of returned surveys.

N = 4,144 survey returns in Year 2 reflected a fraction above 17% in response rate compared to 15% for the baseline year. (However, it is worth noting that this may not reflect an actual increase, in that improved accuracy of data in the second round enabled more accurate counts.) Of these, 4,117 were determined valid for use in the measure. Responses were received from every school district statewide. This reflects a very slight increase in number of returns over the FFY 2006 number of 4075, of which 4057 were determined valid for use.

Mean measure: The number of parents reporting school partnering efforts at or above the standard increased slightly from a mean baseline measure of 525 in FFY 2006, to a mean of 531 when measured in FFY 2007. This led to a slight rise in the percentage, from 26% to 28%, for parents reporting school partnership efforts at or above the standard. Although this is a small fluctuation, it reflects encouraging movement in a positive direction.

The results of Rhode Island's second administration of the NCSEAM Part B School Efforts Scale are portrayed in the following three figures:

Figure1A: "Rhode Island Part B Partnership Efforts Measures" (unweighted)

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Figure 1B: “Rhode Island Part B Partnership Efforts Measures” (weighted; used in reporting)

Figure 2: “Statistical Summary of Baseline Data”

Figure 1A

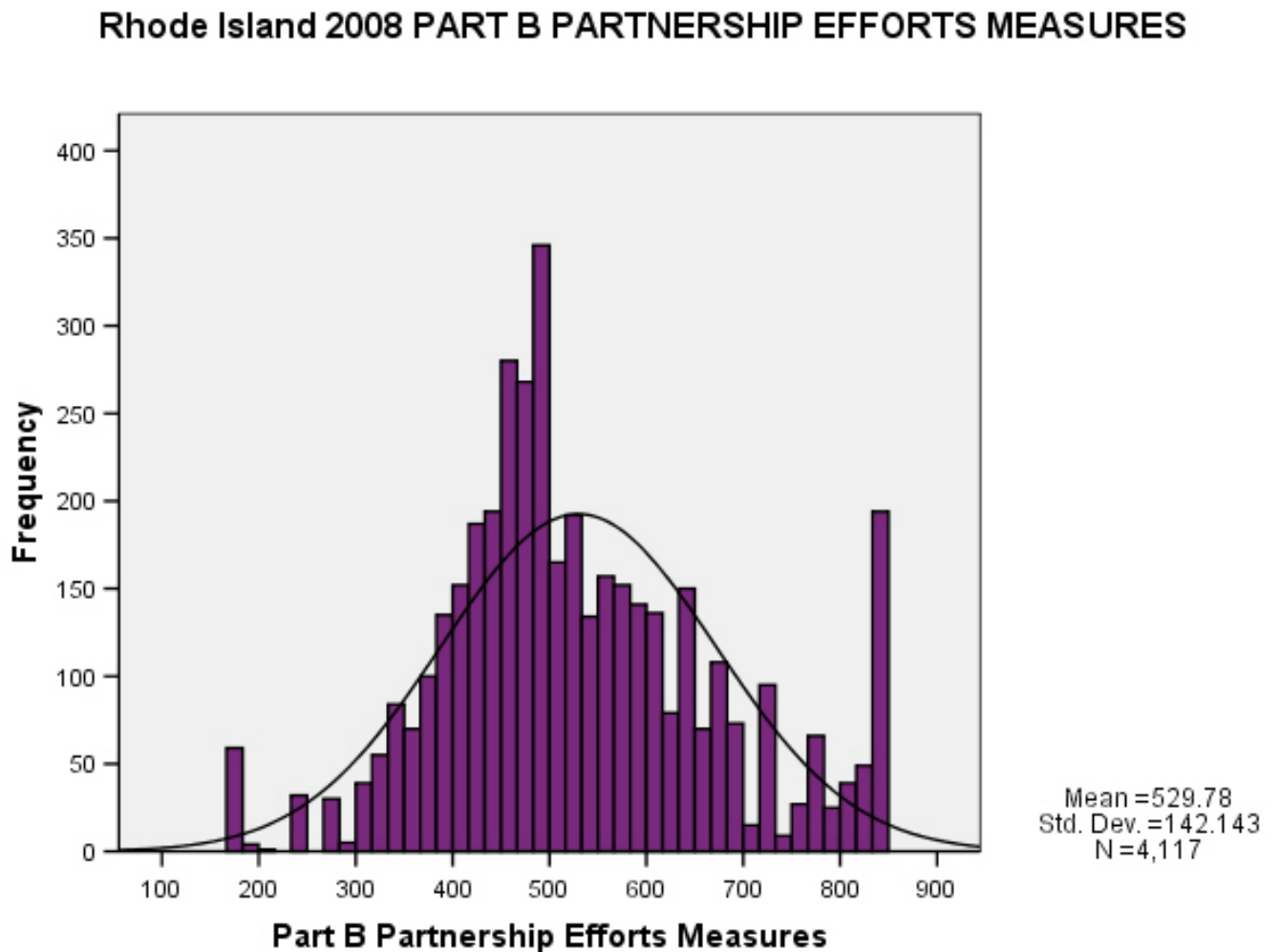


Figure 1A

Distribution of Unweighted Rhode Island Part B Partnership Efforts Measures, FFY 2007

Figure 1B

Rhode Island 2008 PART B PARTNERSHIP EFFORTS MEASURES

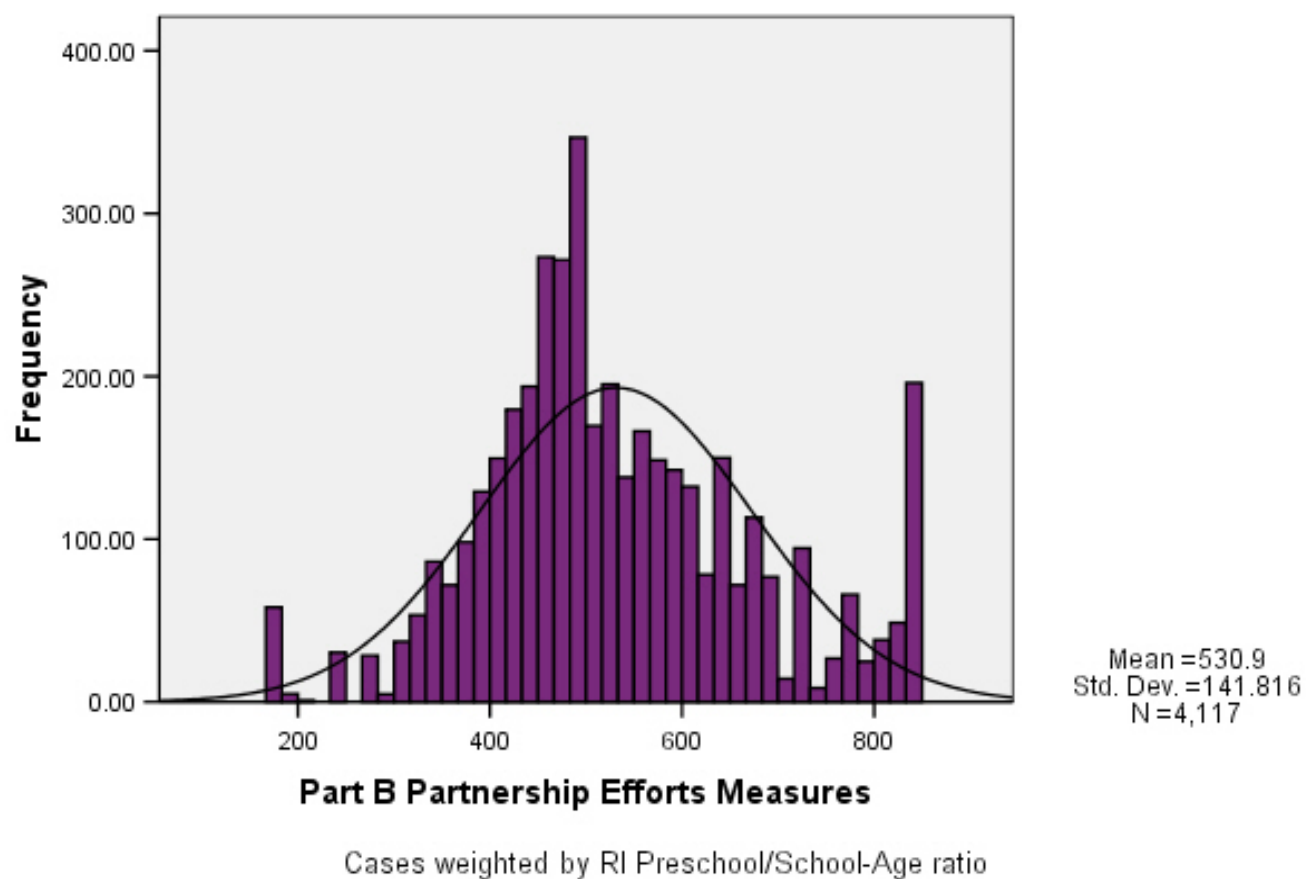


Figure 1B
Distribution of Weighted Rhode Island Part B Partnership Efforts Measures, FFY 2007

Figure 2: Statistical Summary of RI Results Data for FFY 2007

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SPP/APR Indicator #8: Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

Rhode Island Standard: **600**, which indicates a .95 likelihood of a response of “agree,” “strongly agree” or “very strongly agree” with the following item having a calibration of 600 on the NCSEAM survey’s Partnership Efforts scale:
“The school explains what options parents have if they disagree with a decision of the school.”

PART B Preschool (619) (Children ages up through 4)

Percent at or above indicator 8 standard:	30% (SE of the mean = 3.3%)
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Number of Valid Responses: 195

Mean Measure: 552

Measurement SD

134

PART B School Age (Children ages 5 and up)

Percent at or above indicator 8 standard:	27% (SE of the mean = 0.7%)
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Number of Valid Responses: 3,922

Mean Measure: 529

Measurement SD

142

ALL PART B UNWEIGHTED

Percent at or above indicator 8 standard:	28% (SE of the mean = 0.7%)
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Number of Valid Responses: 4,117

Mean Measure: 530

Measurement reliability: .92-.95

Measurement SD

142

ALL PART B WEIGHTED

Percent at or above indicator 8 standard:	28% (SE of the mean = 0.7%)
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Number of Valid Responses: 4,117

Mean Measure: 531

Measurement reliability: .92-.95

Measurement SD

142

EXTERNAL BENCHMARK: ALL PART B (6 US states, 2005 NCSEAM PILOT STUDY)

Percent at or above indicator 8 standard:	17% (SE of the mean = 0.7%)
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Number of Valid Responses: 2,705

Mean Measure: 481

Measurement reliability: 0.94

Measurement SD

135

Discussion of Improvement Activities Completed
and Explanation of Progress or Slippage
that occurred for FFY 2007:

Rhode Island Context for Indicator 8 Improvement Activity: Challenges and Solutions

State level collaboration is well established among Rhode Island educators and parents of students receiving special education services. The RI Department of Education promotes collaboration also at the community level, in part by requiring that district strategic plans address family and community engagement as one of seven components and that school improvement plans align with district strategic plans. School improvement plans reflect school-based efforts to partner with parents, and there exist many examples of positive school efforts to accomplish this.

However, educator and parent agency partners at the state level readily acknowledge the challenge of ensuring at the school level a widespread, systemic, service-driven culture that cultivates genuine, reciprocal partnership between school personnel and families, especially those whose children face learning and behavioral challenges. Establishing an accountability system for productive school-family partnership has been limited by the lack of a valid, reliable all-school measurement of parent involvement efforts, leaving progress assessment, feedback to schools, and accountability for local policies and practices highly anecdotal in general education. Further, districts and schools have been stretched to their professional development limits to address other dimensions of education that are, in fact, measured – for example, student academic achievement levels. Despite research findings clearly showing the importance of parental involvement to student achievement, as well as accountability systems requiring evidence of partnership efforts, schools' limited resources and energies tend to be devoted to activities that are formally measured and publicly reported. Rhode Island finds that introducing, and now publicly reporting, the results of a valid, reliable measure has the potential to catapult accountability and continuous improvement in this critical arena.

Addressing Indicator 8

The development and implementation of the parent involvement indicator benefits from broad stakeholder perspective. The state's Parent Training and Information Center (PTIC) and Parent Information and Resource Center (PIRC) and the RI Department of Education Office for Diverse Learners and NCLB/Title I staff are active partners in policy, planning, program, and professional development across parent partnership initiatives, including work on the SPP and Indicator #8. As a small state, Rhode Island enjoys face-to-face relationships with all key parent groups as a regularity of its system, and awareness of the parent involvement indicator of the state's SPP continues to grow. The state's Indicator #8 liaison serves also as the RI Department of Education liaison to the RI state level Special Education Advisory Committee.

Likewise, the Office for Diverse Learners liaison for the SPP Indicator 8 work is a partner in the parent partnership efforts across RI Department of Education (RIDE) offices. RIDE delineated *Community and Family Engagement* as part of its *Progressive Support and Intervention (PS & I)* system of school accountability. This component reflects one of seven expectations delineated for school districts and is a required component of district level strategic plans. Further, the PS&I Office has administered parent partnership requirements under NCLB/Title I, such as district level parent involvement policies, Home-School Compacts, and related technical assistance that build contexts supportive of the SPP Indicator 8 work. RIDE and PTIC/PIRC staffs have collaborated in promoting the National Standards for Parent/Family Involvement Programs, developed by the National Parent Teacher Association, as an organizing framework for multiple school-family partnership initiatives, and these standards have been formally endorsed by the RIDE's governing board, the RI Board of Regents for Elementary and Secondary Education.

To direct the state's ongoing work on Indicator 8, the Office for Diverse Learners has worked jointly with various parent representatives, particularly Rhode Island's PTIC and PIRC, the Parent Support Network of Rhode Island (PSNRI), and parent liaison from the Rhode Island College University Center for Excellence in Developmental Disabilities Education (UCEDD), reflecting a subgroup of an earlier *Advisory Committee on School/Family/ Community Partnership*. RIDE and the PTIC work together to address OSEP feedback and revise the state's measurement plan.

This collaboration brought the following action for FFY 2007:

- **Measurement Tool:** Rhode Island continues its commitment to utilize the National Center for Special Education Accountability Monitoring (NCSEAM) Parent/Family Involvement Survey using the 25-item Part B School Efforts Scale as its annual measurement instrument for this indicator. [Appendix] No changes were made during FFY2007 in the selection of survey items.
- **Revision of Survey Administration Schedule in FFY 2007:** In consideration of multiple events occurring in the fall semester, including state assessments and national elections, the schedule for the statewide parent survey was shifted during FFY 2007 to March 2008. (The survey during the prior school year had been conducted in October). Rhode Island established its baseline measure in FFY2006, conducted its second administration in FFY2007, and confirms its commitment to continue to conduct the measure annually in March.
- **Survey Accessibility for Multiple Languages:** The state contracts with a private in-state translation service for translations of the NCSEAM survey into the five languages most frequently utilized in Rhode Island: English, Spanish, Portuguese, Cape Verdean, and Khmer (Cambodian). [Appendix]. During FFY2007, the state received feedback from Cape Verdean representatives that this population would be better served through administering future surveys in Portuguese, in that Cape Verdean speakers consider this to be their spoken language only, with Portuguese the preferred written language. This version will be reconsidered for subsequent survey years.

- Expert Assistance:** The state completed year two of a five-year contract with Avatar International, LLC, for assistance as needed with all required steps of the Indicator 8 measurement process outlined by OSEP and NCSEAM. RIDE connects the survey and translation vendors to enable them to collaborate directly as needed for final formatting and production of the NCSEAM survey in multiple languages. Rhode Island relies on the survey vendor particularly for customizing, bar coding, and producing the surveys, disseminating and collecting the mailings, conducting the data analyses and reports, and educating RIDE and its stakeholder workgroup through ongoing consultation, to enable the state to make maximal use of the survey results in target-setting and improvement planning. This vendor employs as Chief Investigating Officer an individual who contributed to the NCSEAM Survey's development and pilot. This consultant offers expert consultation in measurement, including webinars as needed for the Indicator 8 stakeholder work group, and generates state-specific disaggregated reports to assist with improvement planning.
- State Capacity for the Measurement Process:** To increase the accuracy of the student information data file needed for survey coding, dissemination, and analysis, as well as to add needed data elements of home address and home language (not previously collected by the state's general student information system ("eRIDE")), RIDE successfully incorporated the needed data elements and reporting requirements in time for the October 2007 annual data reporting by school districts to the state. This annual general education data report from school districts statewide is fully completed each year by November 1st and permits continuous updating and inclusion of every student. This resolved the scheduling conflicts and some of the data errors of the prior year caused by the necessity of issuing a separate, addition data request from districts to obtain the additional data elements not included in the system.

Challenge encountered: Approximately 1200 envelopes were returned undelivered for address and other delivery problems.

Solution: Returned envelopes were addressed, where possible, through re-mailing, using forwarding addresses provided by the U.S. Postal Service. To assist with corrections to districts' data, each piece of returned undelivered mail was manually entered into a database, with reason for non-delivery, for feedback to districts. However, the vast majority of students in the state were accounted for in the final data file used for administration of the survey, and an adequate sample size of parent respondents was successfully obtained.

- Survey Marketing:** RIDE and its PTIC umbrella agency, the Rhode Island Parent Information Network (RIPIN), partnered in marketing the NCSEAM survey during winter 2008. RIPIN convened a statewide evening dinner meeting and collaborated with RIDE to inform and solicit assistance from RI's statewide network (known as the Special Education Advisory Network (SEAN)). SEAN includes all district Local Advisory Committees (LACs), the state level Special Education Advisory Committee, and others. RIDE and RIPIN developed and implemented the following marketing strategies:

- ⇒ Dissemination of one-page color and black/white notices in five languages to each local Special Education Advisory Committee and to each school district for local dissemination. *“Coming to Your Mailbox in March....”*
- ⇒ As planned with the statewide network SEAN, a variety of locally implemented Local Advisory Committee prompts, such as local automatic phone messages, mailings, or meetings, were conducted to inform parents within their communities about the upcoming survey and to encourage their participation.

[Note: Local Special Education Advisory Committees (LACs) in RI represent committees parallel to State Advisory Committees under IDEA and have been in place in RI local school districts for more than 25 years as a requirement under state special education regulations. The school committee of each local and regional special education program must appoint and support such an advisory committee on special education, comprised of parents of children with disabilities, school personnel, and individuals with disabilities. Each LAC advises the local district on matters concerning the unmet needs of students with disabilities and advocates in partnership with parents for students with disabilities to ensure entitlements, among other roles and responsibilities.

The RIDE collaborates with the RI PTIC, RI Special Education Advisory Committee (RISEAC), Parent Support Network of RI, and the network of district LACs, who jointly convene for statewide networking dinner meetings throughout the school year. The SEAN network facilitates communication, program development, and professional development of all partners, with the express purpose of supporting RISEAC and local LACs in their roles of advising state and local special education improvement. This network offers a potentially rich resource to the ongoing work of SPP data collection and improvement activities, particularly in maximizing culturally competent and locally effective outreach to encourage survey participation and to facilitate improvement efforts.]

- ⇒ Joint advertisement (quarter-page ad w/photos) in the Providence Sunday Journal, the state’s largest newspaper, at the start of the survey period.
- ⇒ Joint advertisement on RI Public Transit Authority (RIPTA) buses prior to and throughout the survey period—interior posters on all busses and exterior signs on approximately 30 public transport vans.
- ⇒ Joint public service announcements in English and Spanish on the state’s major radio stations, including Spanish stations.
- ⇒ Joint signatories and agency logos on the survey cover letter and survey
- ⇒ Joint contact persons and call-in telephone numbers at both agencies to receive calls and provide multilingual assistance in response to parental inquiries and help requests throughout the survey

period. A log was kept of all issues identified by the relatively small number of callers for use in informing subsequent administrations of the parent survey.

Marketing Challenges Encountered: Despite extensive marketing and a shift in survey administration date to a less eventful time of year, the state would like to obtain a rate greater than the FFY2007 17% return.

Solution: In addition to feedback to districts for accuracy of student addresses, RIDE began work during FFY2007 on creating an avenue for district level public reporting and accountability regarding the statewide parent involvement measure. The strategy includes:

- boosting local incentives for promoting parent survey participation by raising the stakes. Plans were made to shift from publicizing state level survey results to district level survey results in terms of scores and participation levels;
- creating a way for districts to obtain and publicly report district level survey results;
- making release of annual IDEA allocations contingent on district reporting of survey results and improvement plans related to parent involvement; and
- incorporating into districts' annual application for IDEA allocations an item addressing Indicator 8.

During FFY2007, the RI Department of Education was immersed in an effort to transition from a paper-based to a web-based process for districts' annual consolidated application for federal funds under all Title Programs and IDEA (Consolidated Resource Plan (CRP)). Creation of a web-based CRP using the *Accelegrants* web application provided an opportunity to restructure what is asked of each LEA as they describe the parent involvement dimension of their special education program. In the course of *Accelegrants* development, Indicator #8 was embedded in the IDEA section along with selected other SPP indicators. This Parent Involvement item [See Appendix] creates a placeholder for the district to enter its own score on the NCSEAM measure (to be implemented for the first time in the 2009-2010 school year); describe its parent involvement efforts as these address improvements implicated by NCSEAM survey performance and align with the National Standards for Parent/Family Involvement Programs (PTA); describe its Local Special Education Parent Advisory Committee; highlight training plans related to facilitating genuine IEP dialogue with families; and report on related parent involvement items. This development creates a new capacity to publicize district level results in terms of survey participation rates and scores on the measure; hold districts accountable for addressing survey results; and make release of annual IDEA allocations contingent on submission of improvement plans for parent involvement.

Based on the belief that “what gets measured gets counted”, this approach will provide districts in subsequent years with meaningful local data that provides direct, district-specific feedback and a focus for

local efforts at parent involvement. It will also enable more customized improvement efforts based on individual district need and results in terms of NCSEAM survey item analysis. Given that the development of districts' CRPs is generally a public process occurring annually, this will provide an additional avenue for public reporting and for systematic check-in and technical assistance between RIDE and every school district each year regarding Indicator #8.

Discussion of Improvement Activities Completed:

Given the magnitude, relative novelty, and capacity implications of implementing and building working knowledge about a new, standardized, census-based statewide parent involvement measure, fiscal and human resources for Indicator 8 during FFY 2007 continued to be devoted to generating necessary contracts, building data and web-based systems, marketing the survey, and reporting results, as necessary to successfully embed the statewide survey. The following table (Table One) outlines the Indicator 8 improvement activities completed in FFY2007.

**Table One: Rhode Island Improvement Activities Overview
for School/Family Partnership in FFY 2007**

FFY Reporting	Projected Timeline	Activity	Status FFY 2007
FFY 2007 2007-2008	July 2007- October 2007	Develop capacity for eRIDE student information system to collect all necessary data elements (for survey administration) by building necessary data elements into the annual data reporting from school districts.	Completed
	July – October 2007	Conduct search and develop state level contracts with marketing consultant to assist with creation of marketing materials and publicity activities	Completed
	July 2007 – June 2008	Build SPP Indicator 8 into emerging web-based local districts' annual consolidated plan for use of federal funds (CRP)	Completed
	October 2007 – January 2008	Collaborate with translation and survey vendors to update and produce NCSEAM survey in 5 languages	Completed
	January 2008	Compile student data file and forward to survey vendor.	Completed
	January-March 2008	Publicize/Market the NCSEAM survey in 5 languages with state and local groups in collaboration with parent and other organizations; Present at annual statewide SEAN dinner meeting.	Completed

	June-July 2008	Analyze results, system developments, and implications for adjustments in Indicator #8 improvement plans	Completed
	Winter/Spring 2008	Build awareness regarding the new measure: Present NCSEAM Survey Results to: <ul style="list-style-type: none"> • Special Education Advisory Network (SEAN) • RI Special Education Advisory Committee 	Completed.
	Summer 2008	Workgroup reassessment of emerging initiatives and determine revisions to improvement plans	Completed

Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FY 2007.

There are no revisions proposed at the current time to Indicator #8 targets. Rhode Island maintains its commitment to the Indicator 8 targets as outlined in its five SPP. The RIDE Office for Diverse Learners also maintains its commitment to providing IDEA Part B resources to improvement activities outlined in its SPP, as well as continuing to work with partners to expand and mingle resources on behalf of improved school efforts to involve parents and families as a means of improving services.

RI's Indicator 8 improvement plans have shifted during the second year of the NCSEAM survey administration. The initial improvement plans for Indicator 8 overall were initially based on the premise that statewide results would drive series of training events conducted by a state level training cadre, overseen by the broad stakeholder group of parent organizations and school representatives. It is noteworthy to recognize that, at the time that the improvement plans were projected, the planners were simultaneously familiarizing themselves with the new indicator and the parent involvement measure.

Revision: Shift state efforts from state level workshops to enabling school districts to use survey results in their own improvement planning. Much of the resources and energies in the first two years of survey administration have been devoted to creating the state's capacity to launch this first measure of its kind, expand the state's data collection system to generate needed data files, and explore new marketing territory. Although this has slowed the delivery of projected workshops and training, it has also afforded RI the time to appreciate the depth of information this measure offers, not only in terms of state level, results-based progress monitoring, but in terms of disaggregated feedback to local school districts to inform their own practice and to gauge their own progress.

Given more understanding about the nature of the measure, and the potential impact on results that targeted improvement activity, based on specific item analysis of survey results, can bring, it makes less sense to deliver state level training based on state level results and more sense to train local districts to understand the measure, the information yielded, and how to apply this information to locally tailored improvement activity based on district level item analysis and disaggregated results.

Tools: The annual CRP application will serve in subsequent years as the centerpiece for annually documenting and prompting the progress of this work. The binder, *Improving Relationships & Results: Building Family and School Partnerships*, in development during FFY2007 with anticipated release in FFY2008, is expected to serve as the professional development resource to guide district level training and technical assistance to school districts.

Justification: Public reporting of district level results and funding contingent, in part, on local improvement plans, will prompt focused attention to schools' efforts to involve parents as one way of improving services to students with disabilities.

Revision: Accommodate other emerging initiatives among partner agencies. At the same time, our partner agency, Rhode Island Parent Information Network (RIPIN), operating the state's PTIC and PIRC, has been exploring ways to expand its technical assistance from an historical focus on parents and families as the route to partnership, to move toward a strategy focused on schools' agenda as an avenue to promote partnership and a framework for creating multiple parent involvement options consistent with the PTA National Standards.

In subsequent school years (beginning in FFY2008), RIPIN projects engaging with Solid Foundation, a researched based program that improves student achievement through parent engagement. Solid Foundation helps a school community increase the ways that, and levels at which, parents are involved in schools. RIPIN staff will serve as "external partners" to assist participating school teams, including principals, parents and teachers, through a 10 step process for assessing the school community's strengths and areas for improvement, developing and implementing a 2 year plan, with the goals of strengthening family-home connections, engaging parents in children's learning, and improving student academic and social learning.

The Indicator 8 workgroup partners agree that all parent initiatives are complementary, and seek to move forward with a coordinated message. Although for SPP Indicator #8 purposes, the Office for Diverse Learners will be working with all districts, it will adapt delivery for those schools/districts connected in future years with RIPIN Solid Foundation resource.

Justification: All interoffice and interagency partners involved agree on delivery of a coordinated effort to maximize usability of resources for schools and districts.

The aspect of the improvement plan, added last year, that remains unchanged is building statewide awareness of the new measure, district level results, and how to use results to make improvements in practice. The Indicator 8 workgroup expects to expand its membership in FFY 2008 to include additional school and community representatives, and activate an expanded *School/Family Partnership Workgroup* as plans crystallize.

Justification: Increased awareness of the measure, use of results, and improvement expectations will provide clarity and include particular focus areas to school efforts to consider parent involvement in school level planning and professional development.

Overview of Projected Improvement Plan Detail and Timeline Revisions

Justification: (1) Focus of resources in FFY 2007 on embedding the new measure and building system data collection capacity; additional awareness-building activity; commitment of same core group of individuals, especially parent organization, to multiple roles and initiatives.

(2) Shift in plans from state-focused training approach to district-focused capacity-building and ongoing technical assistance.

Activity	Resources	Projected Timeline	Status FFY 2007
Convene the <i>School/Family Partnership Workgroup</i> , an expansion of the Indicator 8 workgroup. The Workgroup will advise, oversee, and share in the implementation of improvement activities.	Time, meeting space, staffing, and materials shared among agencies.	Winter 2008/ Spring 2009	Periodic sessions of the Indicator 8 Workgroup
Engage stakeholders. Establish the <i>School/Family Partnership Workgroup</i> , an expansion of the Indicator 8 workgroup, with educator and parent co-chairs. The Workgroup will advise, oversee, and share in the implementation of improvement activities.	Staffing, space, and equipment contributed from partnering organizations. Materials contributed by RIDE. Co-Chair staffing provided by RIDE and PTIC.	February 2009	For FFY 2007, the Stakeholder group was comprised of the Indicator 8 Workgroup members. Expansion to School/Family Partnership Workgroup scheduled for FFY2008.
Expand Workgroup capacity. Educate new <i>School/Family Partnership Workgroup members</i> regarding Indicator 8, the NCSEAM measure, state baseline measure, improvement targets, National Standards, Best Practices, and existing structures/initiatives underway.	Indicator 8 workgroup member knowledge. RIDE-sponsored webinar(s) with measurement experts as needed. Materials provided by RIDE and partnering organizations. Staffing, space, and equipment contributed from partnering organizations. Co-Chair staffing provided by RIDE and PTIC.	Spring 2009	Ongoing for Indicator 8 Workgroup. PD for Partnership Workgroup scheduled for FFY 2008.
Revise improvement plan. Adjust joint improvement activities within a unified framework, to occur	<i>School/Family Partnership Workgroup</i> and SEAN members' time, expertise,	Winter/Spring 2009	Preliminary planning (SPP Improvement Plan) completed with

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<p>over a five-year period.</p> <p>Build on:</p> <p>RIDE Title I/NCLB initiative begun in 2007 which convened schools for self-study and to share practices related to two key National PTA Standards: Communication and Student Learning.</p> <p>The state PIRC's work with Solid Foundation and other partnership strategies underway under NCLB in collaboration with the RIDE Title I work.</p> <p>Continue and refocus collaboration with the state PTIC's statewide network of state and local special education advisory committees (SEAN) and its well-established professional development capacity and offerings.</p> <p>Re-align previous professional development plans emerging under RI's IEP Network activities related to skill-building for facilitating reciprocal school-parent communication, positive school-parent relationships, and for engagement of parents in genuine dialogue in IEP meetings and other decision-making regarding their child.</p>	<p>organizational resources such as meeting space, equipment, or materials</p> <p>Materials provided by RIDE and partnering organizations.</p> <p>Staffing, space, and equipment contributed from partnering organizations.</p> <p>Co-Chair staffing provided by RIDE and PTIC.</p>		<p>Indicator 8 Workgroup.</p> <p>Scheduled for Spring 2009.</p>
<p>Inform school districts</p> <p>As part of preparation for the June 2009 annual district application for federal funds (CRP), begin ongoing process of informing districts about their survey scores and use of the measure.</p>	<p>Office for Diverse Learners funding with in kind staffing collaboration.</p> <p>Contracted services as needed.</p>	<p>Spring 2009 and ongoing</p>	<p>n/a</p>
<p>Put shared resources in place; expand capacity with contracted vendors for technical assistance to schools and parents.</p> <p>Fund a statewide, regionally accessible training and technical assistance resource for delivering professional development that supports district understanding and application of their survey results.</p>	<p>Funding through RIDE using sources under IDEA and Title I.</p> <p>In kind staffing, facilities, equipment, and materials contributed by partnering agencies.</p> <p>Explore additional resource contributions.</p>	<p>August 2009 in preparation for the 2009-2010 school year</p>	<p>n/a</p>